IMPACT

The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel

2010–2011

GROUP 3a
Special Education Teachers — Autism Program

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On the cover of the IMPACT guidebook are the six core beliefs of DCPS. They are:

- All children, regardless of background or circumstance, can achieve at the highest levels.
- Achievement is a function of effort, not innate ability.
- We have the power and responsibility to close the achievement gap.
- Our schools must be caring and supportive environments.
- It is critical to engage our students' families and communities as valued partners.
- Our decisions at all levels must be guided by robust data.

These core beliefs are the foundation of our work as a school system. They speak to the incredibly powerful idea that, despite the challenges that many of our students face, we have the ability to make a dramatic, positive *impact* on their lives. Our hope is that this effectiveness assessment system will help us increase that impact and, in doing so, broaden the life opportunities of the children of the District of Columbia.

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PUBLIC SCHOOLS

Bel Perez Gabilondo

Dear DCPS Community,

Over the past three years, our district has made unprecedented gains in student achievement. As we learned earlier this year, on the National Assessment of Educational Progress (NAEP), our fourth graders *led the nation* in reading growth and outperformed *all other urban school systems* in math growth. This extraordinary news is a direct result of your tireless efforts on behalf of our students.

I know that it is incredibly challenging to be an effective educator in DCPS and that you continue to face obstacles every day. But I also know that you are determined to overcome these difficulties, and I admire you tremendously for refusing to lower your standards.

Thank you.

As we reflect upon our achievements, we must also recognize that we still have far to go. None of us is satisfied when so many of our students are still below grade level in both reading and math. We introduced the Teaching and Learning Framework and IMPACT last year as a central part of our strategy to change this unacceptable reality. Our goal was to provide a common language for instruction, a clear set of performance expectations, and the beginnings of a comprehensive system for guidance and support.

I recognize that many of you found these changes to be challenging at first and that neither the framework nor IMPACT was perfect. This is why we embarked upon an extraordinary effort to gather feedback from as many members of the DCPS community as possible. In more than 100 feedback sessions, our IMPACT team engaged in individual and small group conversations with over 1,000 teachers, administrators, and other school-based staff members in every part of the district. I want to thank all of you who took the time to participate in this effort.

We heard you.

In response to your feedback, we made a number of substantive changes. We made the Teaching and Learning Framework more flexible to better honor the art and complexity of teaching. We revised the non-teaching rubrics to be more specific and more aligned to your actual job responsibilities. We added a new standard to the Commitment to School Community rubric to honor your efforts to build partnerships with families. And we clarified how student achievement would be measured in non-DC CAS grades and subjects. These are just a few of the many modifications we made based on your feedback.

Because of your input, I know that the Teaching and Learning Framework and IMPACT are stronger, clearer, and more aligned to our goal of ensuring an excellent education for every child in the nation's capital. This is one of the many reasons I am so excited about our potential for even greater student achievement gains this school year.

Thank you again for your commitment to excellence in all eight wards of this city. I am inspired by your passion and deeply grateful for the difference you make in our children's lives.

Sincerely,

Michelle Rhee
Chancellor, District of Columbia Public Schools

PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. Over the past year, we have worked to ensure that the performance metrics and supporting rubrics are clearer and more aligned to your specific responsibilities.

- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at http://impactdcps.dc.gov.

- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.

- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.

- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

What are the school system's plans for professional development?

Professional development is vital to our collective success and to our belief in continuous improvement. The best schools are focused on the learning of children *and* adults. This is why we are working aggressively to provide you with outstanding support.

To start, over the past three years, we have dramatically increased spending on professional development. We have also fully implemented the instructional coach program for teachers and have provided a significant amount of differentiated training for other school-based employees.

We are even more excited, though, about our plans for the future. This year, in collaboration with the Washington Teachers' Union, we will be piloting new professional development centers and an expanded mentoring program. We will also be planning a first-of-its-kind online professional development platform, which will offer a wealth of resources to help you improve. For example, teachers will eventually have access to video clips of exemplary practice as well as lesson plans and assessment tools. In addition, educators will be able to connect with one another to develop virtual professional learning communities.

All of these efforts will be guided by the performance data we receive from IMPACT, ensuring that our professional development is targeted to *your* unique needs.

Bel Perez Gabilondo

GROUP 3a: OVERVIEW

Who is in Group 3a?

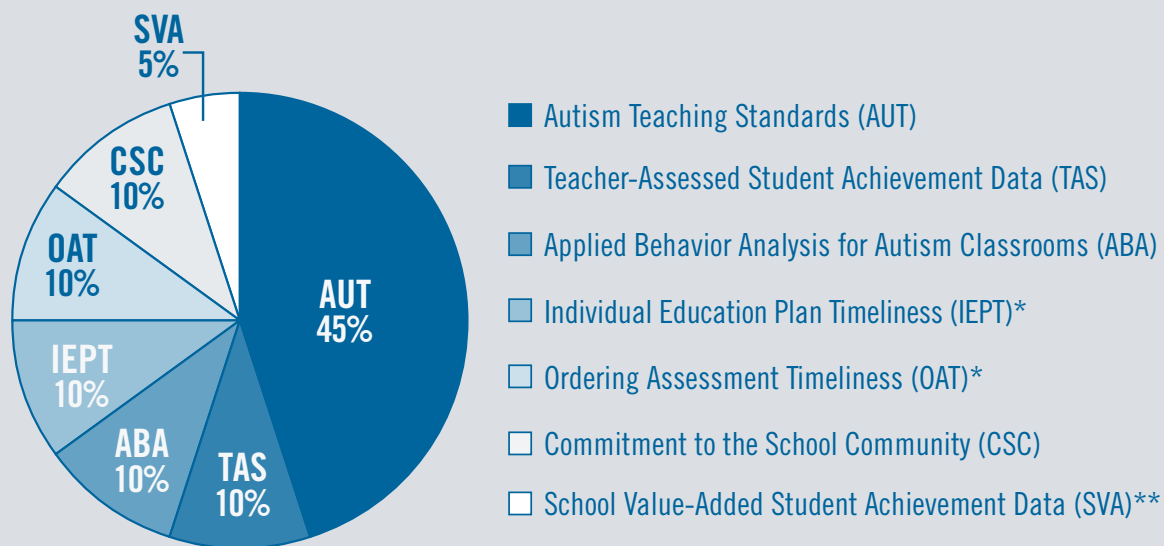Group 3a consists of all special education teachers of autism classes.

What are the IMPACT components for members of Group 3a?

There are eight components for members of Group 3a. Each is explained in greater detail in the following sections of this guidebook.

- **Autism Teaching Standards (AUT)** — This is a measure of your instructional expertise. This component makes up 45% of your IMPACT score.

- **Teacher-Assessed Student Achievement Data (TAS)** — This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. This component makes up 10% of your IMPACT score.

- **Applied Behavior Analysis for Autism Classrooms (ABA)** — This is a measure of the extent to which you appropriately implement ABA principles and methodology in your class. This component makes up 10% of your IMPACT score.

- **Individual Education Plan Timeliness (IEPT)** — This is a measure of the extent to which you renew the IEPs for the students on your caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education. This component makes up 10% of your IMPACT score.

- **Ordering Assessment Timeliness (OAT)** — This is a measure of the extent to which you order the related service assessments for the students on your caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education. This component makes up 10% of your IMPACT score.

- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.

- **School Value-Added Student Achievement Data (SVA)** — This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS. This component makes up 5% of your IMPACT score.

- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 3a

- ■ Autism Teaching Standards (AUT)
- ■ Teacher-Assessed Student Achievement Data (TAS)
- ■ Applied Behavior Analysis for Autism Classrooms (ABA)
- □ Individual Education Plan Timeliness (IEPT)*
- □ Ordering Assessment Timeliness (OAT)*
- □ Commitment to the School Community (CSC)
- □ School Value-Added Student Achievement Data (SVA)**

*In the event that this component cannot be scored, the Teaching and Learning Framework (TLF) component will expand to replace this portion of the pie.

**In the event that School Value-Added Student Achievement Data (SVA) cannot be generated for your school, the Commitment to the School Community (CSC) component will expand to replace the SVA portion of the pie.

AUTISM TEACHING STANDARDS (AUT)

What are the Autism Teaching Standards?

The Autism Teaching Standards (AUT) are based in Applied Behavior Analysis methodology and define excellence for autism teachers in DCPS. They include:

- Standard 1: Target and Track Learning Goals at Each Student's Level
- Standard 2: Provide Frequent Opportunities to Practice and Demonstrate Skills
- Standard 3: Promote Rigor and Improved Responding at Each Student's Level
- Standard 4: Implement Instruction to Foster Development of Social and Communication Skills
- Standard 5: Provide Instructive Feedback for Incorrect Responses and Adjust Instruction
- Standard 6: Maximize Instructional Time through Organized Routines, Procedures, and Pacing
- Standard 7: Reinforce Behaviors to Promote Engagement and Responding
- Standard 8: Respond Consistently and Appropriately to Challenging Behaviors

How will my proficiency in the Autism Teaching Standards be assessed?

Your proficiency will be assessed through formal classroom observations. The rubric for these observations has four proficiency levels: Level 4 (highest) to Level 1 (lowest). The full rubric can be found at the conclusion of this section.

How many formal observations will I have?

You will normally have five formal observations: three by an administrator (principal or assistant principal) and two by an impartial, third-party observer called a master educator. Please note that, if you are not present for the entire school year (for example, due to extended leave), the number of observations may be modified.

What is a master educator?

A master educator is an expert practitioner in a particular content area who serves as an impartial observer of your practice. The master educators are not school-based. Instead, they travel from school to school, conducting their observations without any knowledge of the scores you receive from your administration. Though we make a concerted effort to ensure that the master educators who observe you have expertise in your particular subject area, please understand that a perfect pairing cannot always be achieved.

Where did the idea for the master educators come from?

The master educator role was born out of the focus groups we held with DCPS teachers during the 2008–2009 school year when we first designed IMPACT. In over 50 focus groups, DCPS teachers consistently said they wanted an objective, expert teacher who was familiar with their content area to be a part of the assessment process.

Will the master educators only perform observations?

No. They will also provide targeted professional development to help teachers improve their practice.

When will my formal observations occur?

The first administrator observation will occur between September 13 and December 1, the second between December 1 and March 1, and the third between March 1 and June 15. The first master educator observation will occur between September 13 and February 1. The second will occur between February 1 and June 15.

Will the formal observations be announced or unannounced?

The first administrator observation will be announced. All other observations will be unannounced.

How long will the formal observations last?

Each formal observation will be at least 30 minutes.

Will there be a conference after the formal observations?

Yes. Within 15 calendar days following the observation, the observer (administrator or master educator) will meet with you to share her/his ratings, provide feedback, and discuss next steps for professional growth.

Will I receive written feedback based on my formal observations?

Yes. You will receive written comments through a web-based portal. You can log into your account by going to http://impactdcps.dc.gov.

How will my formal observations be scored?

For each formal observation, you will receive a 4 (highest) to 1 (lowest) rating for each of the Autism Teaching Standards. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the observation. At the end of the year, your five observation scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Will I have any informal observations?

Administrators are encouraged to conduct informal observations to help provide you with ongoing support and guidance. You should also feel free to invite an instructional coach or your colleagues to conduct informal observations in an effort to help you improve your practice.

If I have additional questions about the Autism Teaching Standards, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
AUTISM TEACHING STANDARDS (AUT)

AUTISM TEACHING STANDARDS (AUT)	ADMIN CYCLE ENDS 12/1	ADMIN CYCLE ENDS 3/1	ADMIN CYCLE ENDS 6/15	ME CYCLE ENDS 2/1	ME CYCLE ENDS 6/15	OVERALL ANNUAL COMPONENT SCORE *(Average of Cycles)*
AUT SCORE *(Average of AUT 1 to AUT 8)*	3.5	3.6	3.6	3.5	3.8	3.6
AUT 1: Target and Track Learning Goals at Each Student's Level	3.0	4.0	4.0	3.0	3.0	
AUT 2: Provide Frequent Opportunities to Practice and Demonstrate Skills	4.0	3.0	3.0	4.0	4.0	
AUT 3: Promote Rigor and Improved Responding at Each Student's Level	4.0	3.0	4.0	4.0	4.0	
AUT 4: Implement Instruction to Foster Development of Social and Communication Skills	3.0	4.0	3.0	3.0	4.0	
AUT 5: Provide Instructive Feedback for Incorrect Responses and Adjust Instruction	4.0	4.0	4.0	3.0	3.0	
AUT 6: Maximize Instructional Time through Organized Routines, Procedures, and Pacing	3.0	3.0	4.0	4.0	4.0	
AUT 7: Reinforce Behaviors to Promote Engagement and Responding	4.0	4.0	3.0	4.0	4.0	
AUT 8: Respond Consistently and Appropriately to Challenging Behaviors	3.0	4.0	4.0	3.0	4.0	

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

AUTISM TEACHING STANDARDS (AUT) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
AUT 1: TARGET AND TRACK LEARNING GOALS AT EACH STUDENT'S LEVEL		
AUT 1	Teacher is **highly effective** at targeting and tracking learning goals at each student's level.	Teacher is **effective** at targeting and tracking learning goals at each student's level.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • Staff members are clear on what they should be working on with each student and do not have to ask any clarifying questions about student learning goals. • Some measure of progress tracking is evident for almost all activities. • Teacher and staff members use written goals and notes to guide instruction.	*The following best describes what is observed:* • The teacher targets learning goals on each student's level and communicates them in a way that each student understands, demonstrated by the student responding to the teacher's guidance toward achieving a learning goal. • If students are not working directly with the teacher, staff members are working on specific skills with each student. Staff members have only a few basic clarifying questions for the teacher that do not disrupt student learning and do not suggest confusion about which learning goals students should work on. • Target learning goals are written for staff members and some measure of progress tracking (for example, data sheets, clickers, counters, work products and samples) is evident for most students and goals at some point during the lesson.

Notes:

1. Some students may need very unique and specific learning goals in order to acquire concepts. For example, a teacher with a group of high school students may work on specific vocational skills with some students, while other students are working on developing early reading skills and another student works on sorting and identifying pictures of common items.

2. Goal notes and progress-tracking measures can appear in a variety of ways. Some teachers may use index cards to take +/- data, while others may use data sheets with goals listed on them. During group work, a teacher could use note cards listing specific goals for each student, whereas other teachers may lead instruction while their staff members track goals. For higher functioning students, work samples can serve as effective progress-tracking measures. Work samples are ineffective as progress-tracking measures, however, if students are being given significant help to get through a product without the teacher noting the level of help, because the resulting sample is not reflective of a student's skill level.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher is **minimally effective** at targeting and tracking learning goals at each student's level.	Teacher is **ineffective** at targeting and tracking learning goals at each student's level.
The following best describes what is observed: • The teacher targets learning goals for students, but goals are not targeted on some students' levels, and the teacher sometimes does not communicate the learning goals in a way that each student can understand. • If students are not working directly with the teacher, staff members are working on specific learning goals with most students. Staff members may have several basic questions that suggest confusion about which learning goals students should work on. • Target learning goals are written for staff members and some measure of progress tracking is evident for one or more students and goals at some point during the lesson.	*The following best describes what is observed:* • The teacher rarely or never targets learning goals on each student's level (goals are significantly too difficult or too easy), or the learning goals targeted are rarely or never communicated in a way that each student can understand. • If students are not working directly with the teacher, learning goals are not clearly defined for staff members and students. Staff members may seem confused about which learning goals to work on with students. • Target learning goals are not written for staff members and progress-tracking measures are not evident for any students or goals at some point during the lesson.

3. Observers may find students playing freely at times and not addressing learning goals, having earned breaks or rewards. If a teacher has a system in place under which students can earn short reward periods like these, the teacher should not be penalized. However, students should never spend most of an observation playing freely without working toward learning goals.

4. In the majority of lessons in autism classes, different groups of students will be working toward a variety of goals. Observers should assess whether each group (which may be one student) is designed intentionally to move students toward mastery of a goal at each student's level.

5. In some cases, it is not appropriate to explicitly state a goal for a lesson. This might be true in a lesson in which the goal is for the student to develop a level of independence at a skill (for example, manipulating toys independently, appropriately requesting a toy, or imitating what others do). In these cases, an observer should assess the teacher based on whether the students are engaged in work that moves them toward mastery of a skill and the teacher is effectively supporting the student (for example, using physical prompts or gestures) in order to guide the student toward mastery.

AUTISM TEACHING STANDARDS (AUT) RUBRIC

LEVEL 4 (HIGHEST)	**LEVEL 3**
AUT 2: PROVIDE FREQUENT OPPORTUNITIES TO PRACTICE AND DEMONSTRATE SKILLS	
Teacher is **highly effective** at providing frequent opportunities to practice and demonstrate skills.	Teacher is **effective** at providing frequent opportunities to practice and demonstrate skills.
For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • Instruction is consistently implemented so that the skills each student needs to acquire are frequently targeted. • Each student is consistently given frequent opportunities to practice and demonstrate skills during lessons. • The teacher consistently capitalizes on opportunities to allow students to practice their individual skills.	*The following best describes what is observed:* • The skills each student needs to acquire are frequently targeted, and almost all students have opportunities to demonstrate skills. • Students only have brief periods of time when they have to wait before being given an opportunity to engage. • The teacher capitalizes on most opportunities to practice the students' individual skills (for example, how to request help when a student encounters an unexpected problem).

(AUT 2)

Notes:

1. Effective ways of promoting frequent opportunities to practice skills include Discrete Trial Instruction (DTI) and Direct Instruction (DI). DTI and DI typically involve 1:1 or 1:2 teaching scenarios. The teacher presents targeted skills in succession mixed in with mastered skills. Specific supports (prompts) are often used to demonstrate correct responses, and fading of prompts is based on the needs of the student. The teacher gives specific reinforcement for correct responses and follows "error correction" procedures when students give incorrect responses.

2. During a themed activity in which students are at a variety of levels, instruction should be designed so that each student has many opportunities to practice the skills the student needs to acquire. For example, during "animal bingo," students who are learning to match identical pictures have to match the twelve pieces they are given, students who are learning to categorize have to sort twelve animals into categories, and students who are learning to request may need to say "Give me the cow, please" before being able to match their animals.

3. During a group reading of a text, each student should be given many opportunities to respond on her or his level. Some students may be asked to find pictures, others may be learning to answer factual "wh-" questions, and others may be learning to predict actions in text.

Teacher is **minimally effective** at providing frequent opportunities to practice and demonstrate skills.	Teacher is **ineffective** at providing frequent opportunities to practice and demonstrate skills.
The following best describes what is observed: • The skills each student needs to acquire are sometimes targeted, or only some students may have opportunities to demonstrate skills. • Students have some periods of time when they have to wait before being given an opportunity to engage, demonstrated by signs of disengagement in students. • The teacher capitalizes on some opportunities to practice the students' individual skills or only takes advantage of opportunities for some students.	*The following best describes what is observed:* • Instruction does not purposefully target skills for each student, or only a few students may have opportunities to demonstrate skills. • Students have substantial periods of time when they have to wait before being given an opportunity to engage. • The teacher does not capitalize on opportunities to practice the students' individual skills or only takes advantage of opportunities for a few students.

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AUTISM TEACHING STANDARDS (AUT) RUBRIC

LEVEL 4 (HIGHEST)   LEVEL 3

AUT 3: PROMOTE RIGOR AND IMPROVED RESPONDING AT EACH STUDENT'S LEVEL

	LEVEL 4 (HIGHEST)	LEVEL 3
AUT 3	Teacher is **highly effective** at promoting rigor and improved responding at each student's level.	Teacher is **effective** at promoting rigor and improved responding at each student's level.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The content and activities in the lesson are accessible to all students. • The content and activities in the lesson are challenging to all students. • At nearly all opportunities, the teacher probes for more complex responses, expands the expectations for student responses, or promotes higher order thinking. • The teacher highlights the importance of improved responding by consistently acknowledging and reinforcing improved responding in each student.	*The following best describes what is observed:* • The content and activities in the lesson are accessible to almost all students. • The content and activities in the lesson are challenging to almost all students, even when students are not directly working with the teacher. • The teacher promotes improved responding for students who are demonstrating rapid acquisition of a skill by frequently probing for more complex responses, expanding the expectations for student responses, or promoting higher order thinking. • The teacher frequently attempts to reduce or remove prompts, supports, and clues given to students to promote independence.

Note:

1. It is important to remember that "rigor" is defined very differently for each student in an autism classroom. An observer should look carefully at a student's responses and behaviors during an observation and notice if the teacher is sensitive to that student's ability and is encouraging improvement whenever possible. Some students, however, may need more support than others, and some, if making many errors, may need maximal support throughout the observation.

Examples of promoting rigor and improved responding:

• To encourage rigor and higher-order responses for an early learner, a teacher could take a student who is consistently able to ask for a "cracker" and might prompt the student during snack time to use "more cracker." Or, a student who is consistently able to ask for items might be taught to answer a question that involves making choices between items.

• To encourage higher-order thinking for highly verbal students, a teacher might prompt students who are working on taking the perspective of another person to brainstorm ways to find out what another person likes or is interested in.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher is **minimally effective** at promoting rigor and improved responding at each student's level.	Teacher is **ineffective** at promoting rigor and improved responding at each student's level.
The following best describes what is observed: • The content and activities in the lesson are accessible to most students. • The content and activities in the lesson are challenging to most students. • The teacher promotes improved responding for students who are demonstrating rapid acquisition of a skill, but is unsuccessful at times, or only attempts to promote improved responding for some students. • The teacher sometimes attempts to reduce or remove prompts given to students, but may miss some attempts to promote independence.	*The following best describes what is observed:* • The content and activities in the lesson are not accessible to most students. • The content and activities in the lesson are not challenging to most students. • The teacher rarely or ineffectively promotes improved responding for students who are demonstrating rapid acquisition of a skill. • The teacher often misses attempts to reduce or remove prompts given to students, overly supporting students or consistently targeting difficult skills.

AUTISM TEACHING STANDARDS (AUT) RUBRIC

	LEVEL 4 (HIGHEST)	**LEVEL 3**
AUT 4: IMPLEMENT INSTRUCTION TO FOSTER DEVELOPMENT OF SOCIAL AND COMMUNICATION SKILLS		
AUT 4	Teacher is **highly effective** at implementing instruction to foster development of social and communication skills.	Teacher is **effective** at implementing instruction to foster development of social and communication skills.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • All instruction embeds frequent learning opportunities to further develop communication and social skills. • Instruction enables all students to improve upon social and communication skills. • The teacher consistently plans lessons using high-interest items so that all students are motivated to communicate. All students' communication instruction is highly individualized and meaningfully implemented. • All students are given equal opportunities to communicate and respond to teacher's communication, regardless of each student's developmental level. • Social skill development is effectively targeted for almost all students, and interactions are frequently encouraged between students.	*The following best describes what is observed:* • Instruction embeds frequent learning opportunities to further develop social and communication skills and enables most students to demonstrate and improve upon those skills. • All students have a means of communication or are being taught one. For example, vocal students are learning to echo words, and non-vocal students are using Picture Exchange Communication System, modified sign language, or augmentative communication devices. • Social skill development is frequently and effectively targeted for most students, demonstrated by the students' ability to respond to teacher set-ups for social skills. Instruction is specific to each student's level and skills might be taught through using items of student's interest, modeling and prompting of skills, or role rehearsal and coaching through social situations.

Notes:

1. A teacher should be scored on her/his ability to take students from where they are and craft opportunities that allow them to demonstrate improved social and communication skills. A teacher should not be penalized for having many students who are functionally non-verbal, or receive a 4 simply because all of her or his students can vocally communicate. A teacher should be scored based on her/his ability to frequently embed opportunities for all students to communicate more effectively than they are already communicating.

2. In order to assess whether a teacher is effective in developing students' social and communication skills, the observer should examine the methods used to teach skills, the efficacy of teacher feedback, and the teacher's ability to target social skills students can immediately demonstrate. While learning about sharing, for example, some students may need very direct support, such as direct prompts of exactly what a student could say or do, while others may benefit from models or verbal reminders to use certain social conventions. The efficacy of a teacher's choice of instruction should be assessed by the student's ability to respond to the cues.

3. A teacher can design instruction to promote many communication skills. A teacher could withhold preferred items or items needed for a task so that a student needs to practice requesting. During a group activity, a teacher could give one student's high-interest items to another student to teach the target student to comment on how she or he likes the other student's work.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher is **minimally effective** at implementing instruction to foster development of social and communication skills.	Teacher is **ineffective** at implementing instruction to foster development of social and communication skills.
The following best describes what is observed: • Instruction embeds occasional learning opportunities to further develop social and communication skills or may only enable some students to demonstrate and improve those skills. • Some students do not have a means of communication or are not being taught one. • Although social interaction and skills may be seen among students, social skill development is infrequently or ineffectively targeted for most students.	*The following best describes what is observed:* • There is rarely or never instruction that promotes opportunities to develop social and communication skills. • Non-vocal students are not using or being taught more effective means of communication, and students who do communicate are not instructed in more effective communication. • Social skills are rarely or never targeted for students. The teacher does not model and cue students to engage in more effective social interactions. The teacher does not use opportunities to coach students through a social interaction.

4. The teacher should integrate social skill development into any group activities (for example, structured play time, morning meeting, or snack). There are a wide variety of skills a teacher can target for social development. For example, the teacher could create lessons that target student development of eye contact, greetings, responses, sharing, waiting, staying on topic, paying attention to others' interests, or appropriately asking for a break from a task.

5. For students with few or no communication skills, communication instruction should be focused on successfully allowing students to request items of interest to the student, which increases the student's motivation to communicate. For students who are already communicating, instruction should be focused on developing more complex communication skills, such as developing a student's ability to speak in longer sentences with correct syntax, answer questions, ask questions, or have on-topic conversations.

AUTISM TEACHING STANDARDS (AUT) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
AUT 5: PROVIDE INSTRUCTIVE FEEDBACK FOR INCORRECT RESPONSES AND ADJUST INSTRUCTION		
AUT 5	Teacher is **highly effective** at providing instructive feedback for incorrect responses and adjusting instruction.	Teacher is **effective** at providing instructive feedback for incorrect responses and adjusting instruction.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • Almost all incorrect responses are addressed immediately and meaningfully, utilizing prompts and instructive feedback. Students are not given opportunities to believe incorrect answers are correct. • The teacher has designed the lesson to reduce incorrect responses and errors for each student and ensure that each student consistently participates in the lesson.	*The following best describes what is observed:* • Most incorrect responses are addressed immediately and meaningfully, utilizing prompts and instructive feedback. Students are only rarely given opportunities to believe incorrect answers are correct. • Most corrections are given effectively, in a way that ensures that students do not persist in misunderstanding. Effective corrections include a prompt that reduces the number of errors a student is making, without giving more support than is necessary for that student. • If students are making frequent errors, are not responding, or are passive participants in a lesson, the teacher makes significant adjustments to the instructional plan to effectively promote each student's participation and understanding.

Note:

1. The teacher's feedback is the most effective when it encourages students to respond as independently as possible while also decreasing the chance a student will give an incorrect response again. For example, if a student can remember that something is a red truck by the teacher beginning to make the "r" sound, the teacher should not say to the student, "It's a red truck," because that prompt would provide unnecessary support and thus would not give the student the opportunity to become increasingly independent. However, if a teacher says "r" to a student and the student responds incorrectly, repeating that prompt would be ineffective, because the student would likely continue to demonstrate incorrect responses.

Examples of instructive feedback after incorrect responses:

• Verbal Prompt
  – When teaching a student to identify "car," after the student calls the object a train the teacher says, "What is it?" and immediately gives the feedback: "Car." The teacher then asks the student, "What is it?" and the student says, "Car."
  – When trying to get a student to describe an action, the teacher says, "Say it like me: 'The cat is sleeping,'" and the student repeats the full sentence.

• Physical Prompt
  – When teaching receptive language, the teacher says, "Go to the math center" and stands behind the student, puts her or his hands on the student's shoulders, and guides the student to the correct center.
  – When teaching a student to wash her or his hands, the teacher takes the student's hands and guides them to the soap dispenser.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher is **minimally effective** at providing instructive feedback for incorrect responses and adjusting instruction.	Teacher is **ineffective** at providing instructive feedback for incorrect responses and adjusting instruction.
The following best describes what is observed: • Some incorrect responses are not addressed immediately and meaningfully, and feedback is often not instructive to the student. Students are sometimes given opportunities to believe incorrect answers are correct. • Incorrect responses by students are sometimes missed or addressed ineffectively, allowing some students to persist in incorrect responding. Corrections may give students more help than necessary, preventing them from answering independently. • If students are making frequent errors, are not responding, or are passive participants in a lesson, the teacher may attempt to adapt the lesson, but adaptations are not completely effective at increasing each student's participation and understanding.	*The following best describes what is observed:* • Most incorrect responses are not addressed, giving students frequent opportunities to believe incorrect answers are correct. • The teacher rarely responds to student errors effectively, and students often persist in misunderstandings. • If students are making frequent errors, are not responding, or are passive participants in a lesson, the teacher does not effectively alter instruction. Or, the lesson design or delivery may promote frequent errors or non-responding.

- Gestural Prompt
  - When attempting to get a student to recall what a character did in a story, the teacher asks again and points to the relevant character. The student describes what the character did.
  - After telling a student to turn to the correct page, the teacher gestures to the number 76 on the bottom of her/his copy of a book. The student then turns her/his copy to 76.
- Modeling
  - When reminding students to raise their hands, the teacher models the behavior. The students follow the model and the teacher calls on the first student to follow the model.
  - When teaching students to begin a sentence with a capital letter, the teacher models a sentence on her paper beginning with a capital letter T.
- Indirect Prompts
  - When teaching a student to complete a word problem, the teacher says, "Remember what you need to check before answering a word problem." The student refers to the word problem clues and then looks for words in the word problem that may indicate which operation to use.
  - When teaching a student to converse effectively by asking a question to a friend, the teacher whispers to the student, "What could you say to get a friend interested in your conversation?" The student asks, "What's your favorite movie?"

AUTISM TEACHING STANDARDS (AUT) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
AUT 6: MAXIMIZE INSTRUCTIONAL TIME THROUGH ORGANIZED ROUTINES, PROCEDURES, AND PACING		
AUT 6	Teacher is **highly effective** at maximizing instructional time through organized routines, procedures, and pacing.	Teacher is **effective** at maximizing instructional time through organized routines, procedures, and pacing.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • Transitions require very little teacher direction and appear seamless. • Additional supports such as timers, visual supports, classroom or individual schedules, and/or motivational systems are used when necessary to assist students who have difficulty processing verbal instructions. • The teacher works actively to prevent challenging behavior through preparing and motivating students before difficult transitions. For example, s/he may have a verbal student state back a direction or remind a student of a reward to work toward before a difficult transition.	*The following best describes what is observed:* • Most transitions are quick and smooth. Routines and procedures are in place to support maximizing instructional time, and transitions require little teacher direction. However, individual students may not have extra supports for difficulty transitioning. • Students have short wait times as staff members prepare or gather materials, and materials and furniture are organized to facilitate transitions and reduce distractions for students. • The pace of instructional delivery is quick and engaging. The teacher balances easier and more challenging skills in order to actively build momentum and enthusiasm in a lesson. • Most staff members are effectively utilized to maximize instructional time, and there is evidence that the teacher has prepared effective instruction for students s/he is not working with directly. The teacher redirects staff members and students to engage in appropriate activities if needed.

Notes:

1. Because typical age-appropriate pacing may be ineffective for students with autism, the observer should focus on student engagement in order to assess effectiveness of instructional pacing.

2. For students with challenges in sustaining attention, the pacing of instruction is often very quick. The teacher may work through a variety of activities in order to keep students engaged and responding.

3. Some students may require prompts and supports to complete parts of the daily routine and transitions. However, the prompts should be minimally intrusive while still enabling students to complete transitions and routines as independently as they are able.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher is **minimally effective** at maximizing instructional time through organized routines, procedures, and pacing.	Teacher is **ineffective** at maximizing instructional time through organized routines, procedures, and pacing.
The following best describes what is observed: • Transitions require significant teacher direction, proving effective only for highly independent students, and are sometimes disorganized. Some students and staff members may seem confused about expectations during transitions. • Wait time is often too long for students, and students may engage in inappropriate behaviors while waiting. Staff members may sometimes have difficulty re-engaging students after transitions. • The pace of instructional delivery is effective for some students. Some students are not engaged by the teacher's pace of instruction and the teacher may have difficulty shifting the pace. • The teacher may attempt to use all staff members, but some attempts to engage all students in learning are unsuccessful. There is evidence that the teacher has not effectively prepared effective instruction for students s/he is not working with directly.	*The following best describes what is observed:* • Transitions are disorganized and unsystematic, and significant instructional time is lost. Most students and staff members may not know where to go, or transitions may require that the teacher needs to tell most staff members and students what to do during a transition. • Students are frequently idle while waiting for staff members to find, prepare, or gather materials, and challenging behaviors are often seen. Materials and furniture are distracting and are not organized to facilitate transitions. • The pace of instructional delivery is slow and not highly engaging. The teacher spends too much time on skills that are too easy or difficult for students, even when students show visible frustration or boredom. • Staff members are not effectively utilized, and there is little to no evidence that the teacher has prepared effective instruction for students s/he is not working with directly.

Examples of supports for smooth transitions, effective pacing, and maximizing staff:

• Teachers may use behavior momentum to engage students in learning: This involves asking a student to complete a few easier tasks as a way to build momentum and increase positive affect in students before asking a student to demonstrate a skill she or he is learning.

• Frequent use of small groups of 1:1 or 1:2 instruction may help to maximize instruction provided at each student's level.

• Visual supports can be used to help students understand expectations. A student may have a photographic schedule, a "first, then" board explaining expectations, or a checklist to follow for successful transitions.

AUTISM TEACHING STANDARDS (AUT) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
AUT 7: REINFORCE BEHAVIORS TO PROMOTE ENGAGEMENT AND RESPONDING		
AUT 7	Teacher is **highly effective** at reinforcing behaviors to promote engagement and responding.	Teacher is **effective** at reinforcing behaviors to promote engagement and responding.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • Reinforcement is individualized: It is sensitive to differences in motivation between students and to each student's need for more or less intensive reinforcement (for example, every 30 seconds or every 3 hours). • The teacher makes some reinforcement systems individualized and others group-based, depending on students' ability to respond to systems. • The teacher is highly sensitive to signs of waning engagement and changes some aspect of the system to improve engagement (for example, the frequency or type of reinforcement). • The teacher always pairs social reinforcement with supplemental reinforcement, and matches her/his affect to students' affect (for example, quiet vs. animated praise).	*The following best describes what is observed:* • Reinforcement systems are motivating and effective, resulting in improved behavior or engagement by each student. If systems are not highly effective in the moment, the teacher changes an aspect of the system to increase engagement. • Reinforcement systems are almost always used proactively, and all staff members are attempting to use reinforcement systems. • The teacher attends to many more positive behaviors than challenging behaviors and models, prompts, and reinforces appropriate behaviors.

Notes:

1. Whenever possible, the teacher should use social forms of reinforcement (for example, high-fives, smiles, or hugs). If students are engaged and demonstrating socially appropriate behavior or if certain activities are inherently reinforcing, a teacher may not need a supplemental reinforcement system and should not be penalized for not using one. However, if the teacher is not using a supplemental system and students are unresponsive or engaging in frequent challenging behaviors, observers should consider that students are likely demonstrating a need for additional motivation and reinforcement when scoring.

2. Reinforcement makes behaviors occur more frequently in the future. What serves as reinforcement differs for each student, so observers should look at each student's skill level, attention, and engagement to assess the teacher's effectiveness in applying the principles of reinforcement. For example, early learners with difficulty paying attention may need reinforcement after every few directions, while more advanced learners who are more socially engaged may complete a few hours of instruction before receiving supplemental reinforcement.

3. A reinforcer should only be considered effective if it improves a student's responding.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher is **minimally effective** at reinforcing behaviors to promote engagement and responding.	Teacher is **ineffective** at reinforcing behaviors to promote engagement and responding.
The following best describes what is observed: • Reinforcement systems are sometimes motivating and effective, but some students may not respond to systems with improved behavior or engagement. If systems are not highly effective in the moment, the teacher's attempts at increasing engagement are often ineffective. • Reinforcement systems are often used only after challenging behaviors occur, or they are only used by some staff members in the classroom. • The teacher equally attends to positive and challenging behaviors, or the teacher's attempts at modeling, prompting, and reinforcing positive behaviors are sometimes unsuccessful, as demonstrated by student disengagement.	*The following best describes what is observed:* • Reinforcement systems are rarely or never used, or are general and ineffective for most students. The teacher is unable to maintain student engagement or does not attempt to increase engagement. • Reinforcement systems, if in place, are used only after challenging behaviors occur and by few or no staff members. • The teacher rarely or never attends to positive behaviors or frequently draws attention to challenging behaviors. The teacher's attempts, if any, at modeling, prompting, and reinforcing positive behaviors are usually unsuccessful.

Examples of reinforcers:
- Free time with a toy or puzzle
- High-fives, smiles, hugs
- Snacks and drinks
- Stickers or other small rewards
- Time to look at a favorite book

- Time to play with a fidget toy or line up favorite items
- Time using the computer
- Tokens to cash in
- Trip to the water fountain
- Visit to a favorite teacher or student in another class

AUTISM TEACHING STANDARDS (AUT) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
AUT 8: RESPOND CONSISTENTLY AND APPROPRIATELY TO CHALLENGING BEHAVIORS		
AUT 8	Teacher is **highly effective** at responding consistently and appropriately to challenging behaviors.	Teacher is **effective** at responding consistently and appropriately to challenging behaviors.
	For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following: • The teacher and staff members always respond consistently to specific behaviors for each student. Consistency in responding to behaviors demonstrates that a teacher has guided the staff members in methods to reduce challenging behavior. • Responses by staff members to challenging behaviors are consistently calm. • Verbal feedback is consistently targeted at positive behaviors rather than challenging behaviors after a challenging behavior occurs (for example, ignoring or calmly redirecting a student then praising the student once s/he is back on track).	*The following best describes what is observed:* • The teacher is prepared and responds quickly when disruptive behaviors (for example, acting in an aggressive or destructive manner) occur. The teacher is able to direct staff members and other students so that the behavior is minimally intrusive to other students' learning. • Staff members respond consistently to specific behaviors for each student most of the time, though some minor inconsistencies may be seen. Behaviors are treated differently based on the reasons students are engaging in the behaviors. • Following a challenging behavior, feedback is focused more on positive behaviors than on challenging behaviors as soon as possible. • The teacher uses redirection effectively to move students from engaging in minor challenging behaviors to engaging in adaptive or positive behaviors.

Notes:

1. If there are one or more instances in which a teacher criticizes or teases a student for engaging in a challenging behavior, the teacher should be scored a Level 1 for this standard.

2. More challenging behaviors are often seen in autism classrooms due to communication challenges, and teachers should not be penalized for the presence of challenging behaviors in a classroom. However, if no challenging behaviors are seen during an observation, and students are still being provided with appropriate and challenging work, it should be assumed that a teacher has actively worked to prevent and manage challenging behavior, and the teacher should receive a Level 4.

3. It may sometimes be appropriate for a teacher to ignore challenging behaviors in situations in which it has been determined that the behavior is attention-seeking. This might even be true for behaviors that are particularly egregious such as trying to hit or bite another person. For example, a teacher might block a student attempting to hit someone but not verbally address the behavior, or, after a student throws materials off a table, a teacher might replace them, continue with the lesson, and not verbally address the behavior. When scoring, an observer should consider whether the teacher is actively working to keep all students safe and is aware that challenging behaviors are occurring, even if she or he might appear to be ignoring them. However, if the teacher is entirely ignoring highly challenging behaviors at the expense of student safety, the teacher should be penalized.

4. In order to decrease challenging behaviors, a teacher must respond to each particular behavior in a consistent manner. For example, if a teacher ignores a student's behavior the first time and then tells the same student, "No, don't do that," the next time, the teacher is not responding consistently.

Teacher is **minimally effective** at responding consistently and appropriately to challenging behaviors.	Teacher is **ineffective** at responding consistently and appropriately to challenging behaviors.
The following best describes what is observed:	*The following best describes what is observed:*
• The teacher responds slowly or seems uncertain when disruptive behaviors occur, and has trouble directing staff members and other students. As a result, the behavior may be intrusive to other students' learning.	• The teacher responds slowly and seems unprepared when disruptive behaviors occur, or is unable to redirect staff members and other students. As a result, the behavior may be very intrusive to other students' learning.
• Staff members sometimes respond inconsistently to specific behaviors for each student. Behaviors are sometimes not treated differently based on the reasons students are engaging in the behaviors.	• Staff members usually respond inconsistently to specific behaviors for each student. Many challenging behaviors may be observed, and the staff members may seem confused, only responding to challenging behaviors reactively. Behaviors are not treated differently based on the reasons students are engaging in the behaviors.
• Following a challenging behavior, feedback is usually focused more on challenging behaviors than positive behaviors.	• Following a challenging behavior, feedback is frequently focused on challenging behaviors, and staff members appear agitated by challenging behaviors.
• The teacher attempts to use redirection but is not entirely effective.	• The teacher rarely uses redirection, and minor behaviors may escalate.

Examples of appropriate responses to challenging behaviors:

• If a student falls out of a chair to avoid work, the teacher may gently guide the student back up, ask the student to complete an easier task, then model the appropriate behavior while supporting the student. As soon as the student begins to complete the original task, the teacher praises the student for engaging in the appropriate behavior.

• If a student is having difficulty leaving her/his favorite activity, the teacher may animatedly redirect the student's attention to other reinforcers s/he can earn after completing a new task, helping to ease the transition away from a favorite item.

TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA (TAS)

What is Teacher-Assessed Student Achievement Data?

This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS.

What assessments can I use?

Assessments must be rigorous, aligned to the DCPS content standards, and approved by your school administration.

Why is this one of my IMPACT components?

We believe that a teacher's most important responsibility is to ensure that her/his students learn and grow. Accordingly, we believe that teachers should be held accountable for the achievement of their students.

How will this process work?

In the fall, you will meet with your administrator to decide which assessment(s) you will use to evaluate your students' achievement. If you are using multiple assessments, you will decide how to weight them. Finally, you will also decide on your specific student learning targets for the year. Please note that your administrator must approve your choice of

assessments, the weights you assign to them, and your achievement targets. Please also note that your administrator may choose to meet with groups of teachers from similar content areas rather than with each teacher individually.

In the spring, you will present your student achievement data to your administrator, who, after verifying the data, will assign you a score based on the rubric at the end of this section.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about TAS, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

* Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.

Meaghan Gay

TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA (TAS) RUBRIC

LEVEL 4 (HIGHEST)	LEVEL 3
TAS 1: TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA	
TAS 1 Student scores on teacher assessments indicate, on average, **exceptional** learning, such as at least 1.5 years of growth or at least 90% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.	Student scores on teacher assessments indicate, on average, **significant** learning, such as at least 1.25 years of growth or at least 80% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

Note: If a teacher uses more than one assessment, each will be rated individually and the scores will be averaged together.

Bel Perez Gabilondo

Michael DeAngelis

LEVEL 2

Student scores on teacher assessments indicate, on average, **some** learning, such as at least 1 year of growth or at least 70% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

LEVEL 1 (LOWEST)

Student scores on teacher assessments indicate, on average, **little** learning, such as less than 1 year of growth or less than 70% mastery of content standards; assessments used are **not approved** by the administration; or scores reported are **not validated** by the administration.

Bel Perez Gabilondo

APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA)

What is Applied Behavior Analysis for Autism Classrooms?

This component measures the extent to which you appropriately implement Applied Behavior Analysis principles and methodology in your autism classroom.

Why is this one of my IMPACT components?

Research has shown that implementation of Applied Behavior Analysis principles and methodology in the instruction of students with autism can be highly effective in helping such students achieve.

How will my proficiency in ABA be assessed?

A representative from the DCPS Office of Special Education will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally twice during the year. The first assessment will occur by February 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with a representative from the DCPS Office of Special Education. At this conference you will receive feedback based on the Applied Behavior Analysis for Autism Classrooms rubric and discuss next steps for professional growth.

How will my proficiency in ABA be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your two assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

If I have additional questions about ABA, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA)

APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA)	CYCLE ENDS 2/1	CYCLE ENDS 6/15	OVERALL ANNUAL COMPONENT SCORE (AVERAGE OF CYCLES)
ABA SCORE *(Average of ABA 1 to ABA 4)*	3.5	4.0	3.8
ABA 1: Functional Assessment of Challenging Behaviors	3.0	4.0	
ABA 2: Comprehensive Behavior Support Plans	4.0	4.0	
ABA 3: Appropriate Use of ABA Techniques	4.0	4.0	
ABA 4: Student Progress Assessment and Interventions	3.0	4.0	

Meaghan Gay

APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
ABA 1: FUNCTIONAL ASSESSMENT OF CHALLENGING BEHAVIORS		
ABA 1	Teacher is **highly effective** at conducting functional assessments of challenging behaviors.	Teacher is **effective** at conducting functional assessments of challenging behaviors.
	The following best describes the teacher's practice:	*The following best describes the teacher's practice:*
	• The teacher effectively identifies almost all challenging behaviors that are disruptive to a student's learning, as well as behaviors that inhibit student growth but may not be considered "disruptive" (for example, self-stimulatory behavior, off-task behavior, or scripting).	• The teacher effectively identifies most challenging behaviors that are disruptive to a student's learning.
	• The teacher defines all behaviors s/he is analyzing in objective, observable, and measurable ways.	• The teacher defines almost all behaviors s/he is analyzing in objective, observable, and measurable ways.
	• Data is collected on almost all challenging behaviors. Measurement of the behaviors (for example, frequency, duration, or time sampling) is chosen based on the important characteristics of the behavior.	• Data is collected on most challenging behaviors based on the important characteristics of the behavior.
	• Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of almost all challenging behaviors.	• Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of most challenging behaviors.
	• ABC data is consistently and effectively analyzed for almost all challenging behaviors to determine patterns and hypothesize reasons students are engaging in the behaviors.	• ABC data is consistently collected for most challenging behaviors and the teacher hypothesizes reasons students are engaging in the behaviors.

Teacher is **minimally effective** at conducting functional assessments of challenging behaviors.	Teacher is **ineffective** at conducting functional assessments of challenging behaviors.
The following best describes the teacher's practice: • The teacher effectively identifies some of the challenging behaviors that are disruptive to a student's learning. • The teacher defines some of the behaviors s/he is analyzing in objective, observable, and measurable ways. • Data is collected on some challenging behaviors, but is not based on the characteristics of the behavior or is taken inconsistently. • Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of only highly challenging behaviors, or ABC data uses unobservable definitions. • ABC data is collected for only highly challenging behaviors; or, data is gathered but analyzed incorrectly.	*The following best describes the teacher's practice:* • The teacher is ineffective at identifying challenging behaviors that are disruptive to a student's learning. • The teacher does not define behaviors in objective, observable, and measurable ways. • Data is almost never collected on challenging behaviors. • Functional assessments are almost never conducted on challenging behaviors. • ABC data, if gathered, is not analyzed to hypothesize reasons students are engaging in the behaviors.

APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

ABA 2: COMPREHENSIVE BEHAVIOR SUPPORT PLANS

ABA 2	Teacher is **highly effective** at creating comprehensive behavior support plans.	Teacher is **effective** at creating comprehensive behavior support plans.
	The following best describes the teacher's practice: • Comprehensive behavior support plans are in place for almost all challenging behaviors, enabling students to improve their ability to function in more adaptive ways. • The teacher consistently implements all of the components of behavior support plans: global environmental interventions, antecedent interventions, functionally equivalent replacement behaviors, consequences for replacement behaviors, and extinction consequences for challenging behaviors. • Behavior support plans contain individualized modifications for almost all students' needs and ability levels. • All behavior support plans are accurately analyzed across time to determine efficacy, and adaptations to the plans are made based on data.	*The following best describes the teacher's practice:* • Comprehensive behavior support plans are in place for most challenging behaviors. • The teacher consistently implements most of the components of behavior support plans. • Behavior support plans contain individualized modifications for most students' needs and ability levels. • Data is collected on almost all behavior support plans, and adaptations to the plans are implemented.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at creating comprehensive behavior support plans.

Teacher is **ineffective** at creating comprehensive behavior support plans.

The following best describes the teacher's practice:

- Comprehensive behavior support plans are in place for only highly challenging behaviors.
- The teacher implements only some of the components of behavior support plans, or components are inconsistently implemented.
- Behavior support plans contain individualized modifications for some students' needs and ability levels.
- Data is collected on only some behavior support plans, and adaptations to the plans are occasionally implemented.

The following best describes the teacher's practice:

- Behavior support plans are almost never in place; or, if in place, are not comprehensive.
- The teacher rarely or never implements behavior support plans.
- Behavior support plans, if in place, do not contain individualized modifications for students' needs and ability levels.
- Data is rarely or never collected on behavior support plans, or adaptations to the plans are rarely or never implemented.

APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
ABA 3: APPROPRIATE USE OF ABA TECHNIQUES		
ABA 3	Teacher is **highly effective** at appropriately using ABA techniques.	Teacher is **effective** at appropriately using ABA techniques.
	The following best describes the teacher's practice: • The teacher utilizes the most effective, researched-based teaching strategies for almost all IEP goals, relevant standards, and other critical skills. These strategies may include Discrete Trial Instruction, Direct Instruction, Natural Environment Training, Prompting and Fading, Shaping, Reinforcement, Task Analysis/Chaining, and/or explicit teaching of a skill set. • The teacher always implements ABA techniques consistently with high levels of fidelity. • The teacher consistently selects which ABA techniques to implement based on the needs of each student. • The teacher consistently uses the principles of reinforcement effectively with students to maximize learning.	*The following best describes the teacher's practice:* • The teacher utilizes the most effective, research-based teaching strategies for most IEP goals, relevant standards, and other critical skills. • The teacher usually implements ABA techniques consistently with high levels of fidelity. • The teacher usually selects which ABA techniques to implement based on the needs of each student. • The teacher usually uses the principles of reinforcement effectively with students to maximize learning.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher is **minimally effective** at appropriately using ABA techniques.	Teacher is **ineffective** at appropriately using ABA techniques.
The following best describes the teacher's practice:	*The following best describes the teacher's practice:*
• The teacher utilizes the most effective, research-based teaching strategies for some IEP goals, relevant standards, and other critical skills.	• The teacher rarely or never utilizes the most effective, research-based teaching strategies for IEP goals, relevant standards, and other critical skills.
• The teacher inconsistently implements ABA techniques or implements them with varying levels of fidelity.	• The teacher rarely or never implements ABA techniques or implements them without fidelity.
• The teacher inconsistently selects which ABA techniques to implement based on the needs of each student.	• The teacher rarely or never selects which ABA techniques to implement based on the needs of each student, or rarely or never uses ABA techniques.
• The teacher inconsistently uses the principles of reinforcement effectively with students to maximize learning.	• The teacher rarely or never uses the principles of reinforcement with students to maximize learning.

	LEVEL 4 (HIGHEST)	LEVEL 3
ABA 4: STUDENT PROGRESS ASSESSMENT AND INTERVENTIONS BASED IN PRINCIPLES OF ABA		
ABA 4	Teacher is **highly effective** at assessing student progress and creating interventions based on ABA principles.	Teacher is **effective** at assessing student progress and creating interventions based on ABA principles.
	The following best describes the teacher's practice: • A variety of ABA data collection techniques, such as probe data, trial-by-trial data, frequency data and/or permanent product data, are frequently used to analyze efficacy of teaching strategies. • Data demonstrate that when students are not making progress on objectives, or when they are mastering targets more quickly than expected, the teacher almost always intervenes quickly by adding or removing appropriate prompts and supports, and then analyzes the new instructional techniques. • Data demonstrate that the teacher almost always assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher makes appropriate interventions to work towards generalization and maintenance.	*The following best describes the teacher's practice:* • Some ABA data collection techniques are used to analyze efficacy of teaching strategies. • Data demonstrate that when students are not making progress on objectives, or when they are mastering targets more quickly than expected, the teacher usually intervenes quickly by adding or removing appropriate prompts and supports, and then analyzes the new instructional techniques. • Data demonstrate that the teacher usually assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher makes appropriate interventions to work towards generalization and maintenance.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher is **minimally effective** at assessing student progress and creating interventions based on ABA principles.	Teacher is **ineffective** at assessing student progress and creating interventions based on ABA principles.
The following best describes the teacher's practice: • ABA data collection techniques are inconsistently implemented and/or are rarely used to analyze efficacy of teaching strategies. • Data, if collected, demonstrate that the teacher inconsistently intervenes when students are not progressing or are mastering targets more quickly than expected. Interventions, when implemented, are rarely analyzed. • Data demonstrate that the teacher inconsistently assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher rarely makes appropriate interventions to work towards generalization and maintenance.	*The following best describes the teacher's practice:* • ABA data collection techniques are rarely or never used in the classroom. • Data, if collected, demonstrate the teacher does not intervene when students are not progressing or are mastering targets more quickly than expected. • Data demonstrate that the teacher rarely or never assesses to determine whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher rarely or never makes appropriate interventions to work towards generalization.

INDIVIDUAL EDUCATION PLAN TIMELINESS (IEPT)

What is IEP Timeliness?

This is a measure of the extent to which the Individual Education Plans (IEPs) of the students on your caseload are renewed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Why is this one of my IMPACT components?

Timely renewal of IEPs is critical to ensuring that our students receive all the services they need. Furthermore, it is required by federal law.

How will my IEP Timeliness be tracked?

Your IEP Timeliness will be tracked in the Special Education Data System (SEDS).

How will my IEP Timeliness be scored?

Your IEP Timeliness will be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

If I have additional questions about IEP Timeliness, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.

Michael DeAngelis

INDIVIDUAL EDUCATION PLAN TIMELINESS (IEPT) RUBRIC

|	LEVEL 4 (HIGHEST)	LEVEL 3
IEPT 1: INDIVIDUAL EDUCATION PLAN TIMELINESS		
IEPT 1	Special education teacher renews **100%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.	Special education teacher renews **95%–99%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Meaghan Gay

Michael DeAngelis

LEVEL 2

LEVEL 1 (LOWEST)

Special education teacher renews **90%–94%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Special education teacher renews **less than 90%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.
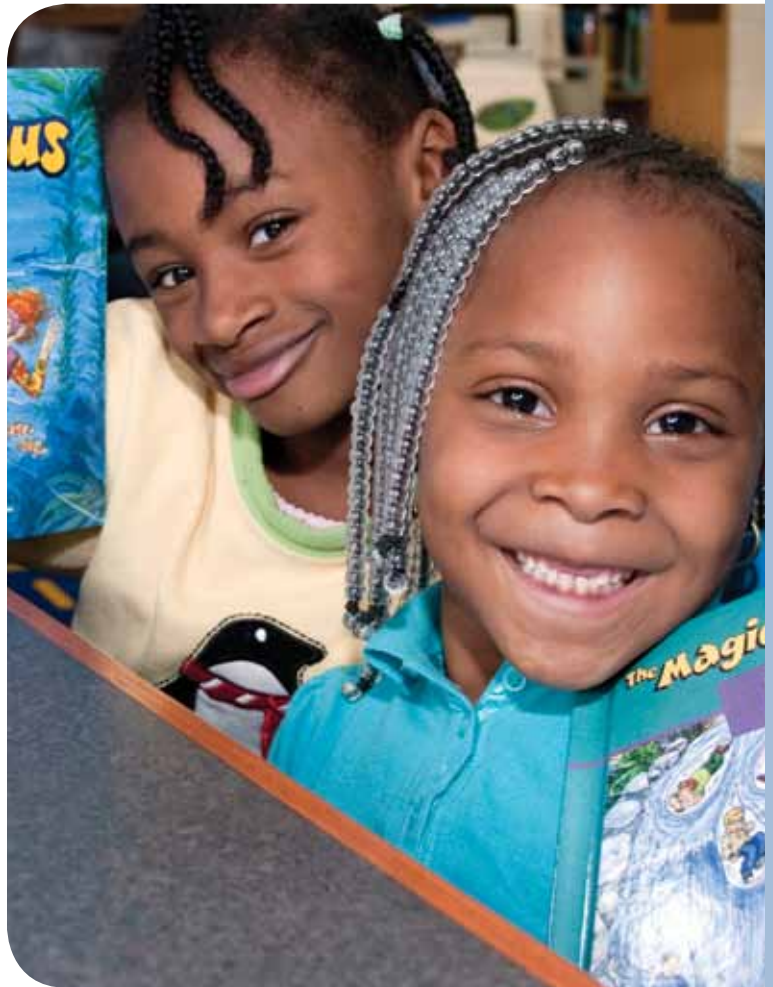
Meaghan Gay

ORDERING ASSESSMENT TIMELINESS (OAT)

What is Ordering Assessment Timeliness?

This is a measure of the extent to which the related service assessments required for the students on your caseload are ordered within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Why is this one of my IMPACT components?

As a special education teacher, it is your responsibility to ensure that all the related service assessments for the students on your caseload are ordered in a timely fashion. This is critical to ensuring that our students receive all the services they need.

How will my Ordering Assessment Timeliness be tracked?

Your Ordering Assessment Timeliness will be tracked in the Special Education Data System (SEDS).

How will my Ordering Assessment Timeliness be scored?

Your Ordering Assessment Timeliness will be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

If I have additional questions about Ordering Assessment Timeliness, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.

Michael DeAngelis

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

ORDERING ASSESSMENT TIMELINESS (OAT) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
OAT 1: ORDERING ASSESSMENT TIMELINESS		
OAT 1	Special education teacher orders **100%** of the related service assessments for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.	Special education teacher orders **95%–99%** of the related service assessments for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

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LEVEL 2	LEVEL 1 (LOWEST)
Special education teacher orders **90%–94%** of the related service assessments for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.	Special education teacher orders **less than 90%** of the related service assessments for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Michael DeAngelis

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues.

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends on the collective efforts of everyone in our schools.

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the Commitment to the School Community rubric and discuss next steps for professional growth.

How will my Commitment to the School Community be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about Commitment to the School Community, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/1	CYCLE ENDS 6/15	OVERALL ANNUAL COMPONENT SCORE *(Average of Cycles)*
CSC SCORE *(Average of CSC 1 to CSC 5)*	3.4	3.6	3.5
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support of the Special Education and English Language Learner Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	

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COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 1: SUPPORT OF THE LOCAL SCHOOL INITIATIVES		
CSC 1	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.	Individual **consistently** supports the local school initiatives in an effective manner.
	Examples of local school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a "reading across the curriculum" program.	
CSC 2: SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS*		
CSC 2	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.	Individual **consistently** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.
	Examples of how one might support these programs and students include: submitting necessary documentation for an IEP meeting, proactively offering assistance and support to a special education teacher, and helping ensure that facilities are available for the provision of services.	
CSC 3: HIGH EXPECTATIONS		
CSC 3	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.	Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.
	Examples of how one might promote high expectations include: promoting achievement through rigorous academic work and challenging extracurricular opportunities, modeling high personal standards, and emphasizing pride in self, school, and community.	

*This standard may be scored as "Not Applicable" if a school has no students who receive Special Education or English Language Learner services, no students who need assistance from a Student Support Team, and no students with 504 plans.

LEVEL 2	LEVEL 1 (LOWEST)
Individual **sometimes** supports the local school initiatives in an effective manner.	Individual **rarely or never** supports the local school initiatives in an effective manner.
Individual **sometimes** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.	Individual **rarely or never** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.
Individual **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.	Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.

COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 4: PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)		
CSC 4	Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.	Teacher **consistently** engages students' families as valued partners in an effective manner.
	Examples of how one might engage students' families include: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.	
CSC 5: INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)		
CSC 5	Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.	Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.
	Examples of how one might collaborate to improve student achievement include: active participation in the Thirty-Minute Morning Block, active participation in grade-level and departmental meetings, and active participation in mentoring relationships (formal or informal).	

Simona Monnatti

Meaghan Gay

LEVEL 2	LEVEL 1 (LOWEST)
Teacher **sometimes** engages students' families as valued partners in an effective manner.	Teacher **rarely or never** engages students' families as valued partners in an effective manner.
Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.	Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.

Bel Perez Gabilondo

SCHOOL VALUE-ADDED STUDENT ACHIEVEMENT DATA (SVA)

What is SVA?

SVA is a measure of a *school's* overall impact — as opposed to an *individual teacher's* impact — on student learning. It is a growth measure based on the DC CAS. Every employee in the school receives the same score for SVA.

Is SVA the same as Adequate Yearly Progress?

No. Adequate Yearly Progress is an "attainment" measure, meaning that it is an absolute target that is required of all students, regardless of their current skill level. SVA, on the other hand, is a "growth" measure. It is based on the gains that the students in your school make.

Why is SVA one of my IMPACT components?

Because education is very much a team effort, we feel it is important to hold everyone in a building accountable for the overall success of the school. This is the same idea behind the TEAM (Together Everyone Achieves More) Program, which provides bonuses to all staff members in schools that meet certain performance targets.

How does it work?

We use a sophisticated statistical model to isolate the impact that your school has on student learning after taking into account many of the other factors that might affect achievement. DCPS will be offering additional training on this process later in the school year.

When will my school receive its final SVA score?

Because we need data from the DC CAS to calculate SVA, your school will not receive its score until after the conclusion of the school year. We are continuing to work with the Office of the State Superintendent of Education (OSSE) to shorten the time it takes to receive the final DC CAS data so that we can provide the SVA score sooner.

If I have additional questions about SVA, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

TEAM
Together Everyone Achieves More
an EPIC program

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CORE PROFESSIONALISM (CP)

What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive feedback based on the Core Professionalism rubric and discuss next steps for professional growth.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart to the right.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism scores for each cycle will be used for your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

If I have additional questions about Core Professionalism, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/1	CYCLE ENDS 6/15	OVERALL
CP SCORE *(Lowest of CP 1 to CP 4)*	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	

Michael DeAngelis

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

CORE PROFESSIONALISM (CP) RUBRIC

		MEETS STANDARD	**SLIGHTLY BELOW STANDARD**
CP 1: ATTENDANCE			
CP 1		Individual has **no** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has **1** unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2: ON-TIME ARRIVAL			
CP 2		Individual has **no** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has **1** unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3: POLICIES AND PROCEDURES			
CP 3		Individual **always** follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	**With rare exception,** individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4: RESPECT			
CP 4		Individual **always** interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	**With rare exception,** individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates "weighted scores" for each component. The chart below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE		WEIGHTED SCORE
Autism Teaching Standards (AUT)	3.6	x 45	=	162
Teacher-Assessed Student Achievement Growth (TAS)	4.0	x 10	=	40
Applied Behavior Analysis for Autism Classrooms (ABA)	3.8	x 10	=	38
Individual Education Plan Timeliness (IEPT)	3.0	x 10	=	30
Ordering Assessment Timeliness (OAT)	4.0	x 10	=	40
Commitment to the School Community (CSC)	3.5	x 10	=	35
School Value-Added Student Achievement Data (SVA)	3.3	x 5	=	17
TOTAL				**362**

Step 3

We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual's rating for all cycles is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.

OVERALL IMPACT SCALE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE

100 Points	175 Points*	250 Points**	350 Points***	400 Points

*A score of exactly 175 would be classified as Minimally Effective.

**A score of exactly 250 would be classified as Effective.

***A score of exactly 350 would be classified as Highly Effective.
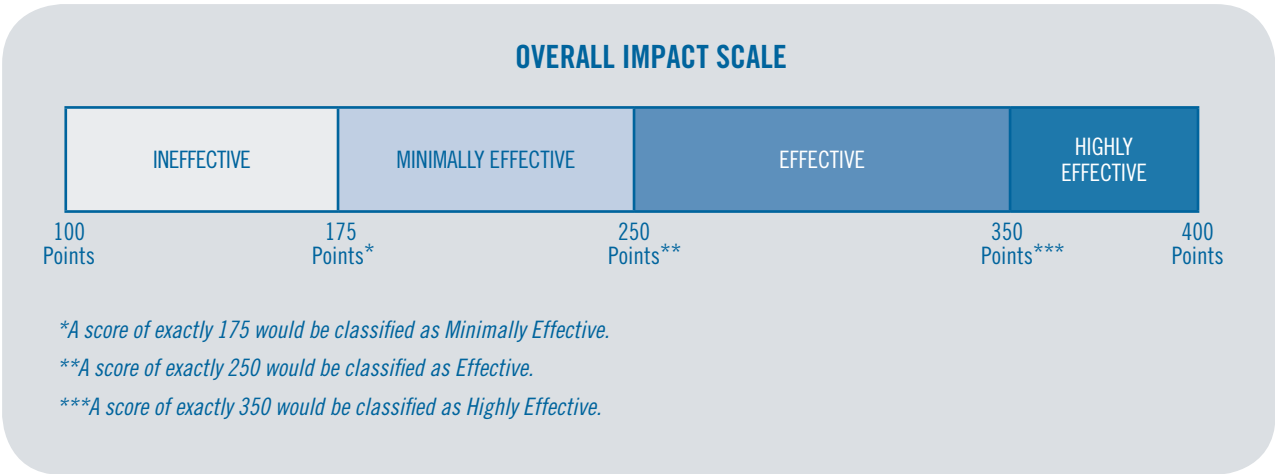
Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines, changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score based on the remaining assessments. Finally, DCPS reserves the right to make any additional modifications to the IMPACT system during the school year. DCPS will provide notice of any such modifications prior to their implementation. (For the purposes above, "assessments" refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

PUTTING IT ALL TOGETHER

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Under the new Washington Teachers' Union contract, WTU members who earn this rating are eligible for additional compensation.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Minimally Effective: This rating signifies performance that is below expectations. Individuals who receive this rating are encouraged to take advantage of the professional development opportunities provided by DCPS. Such individuals will be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT office at 202-719-6553 or impactdcps@dc.gov.

Bel Perez Gabilondo

CONCLUDING MESSAGE

This system is called "IMPACT" because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students' lives. *You* are the most important lever of change in our school system.

The impact you have already had is impressive. As noted in Chancellor Rhee's opening letter, our students have made extraordinary gains in a relatively short time because of your commitment and dedication.

Though we have made great progress, we still have much to do. Our students — like all children — deserve the opportunity to pursue their dreams. Together, we can and must ensure that they have access to the one thing that will afford them this opportunity: an outstanding education.

D.C. PUBLIC EDUCATION FUND
★ ★ ★

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

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